

# Paving the Way to Postsecondary Education: Engaging Families for Successful Student Transitions

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April 24, 2019







# Meeting agenda

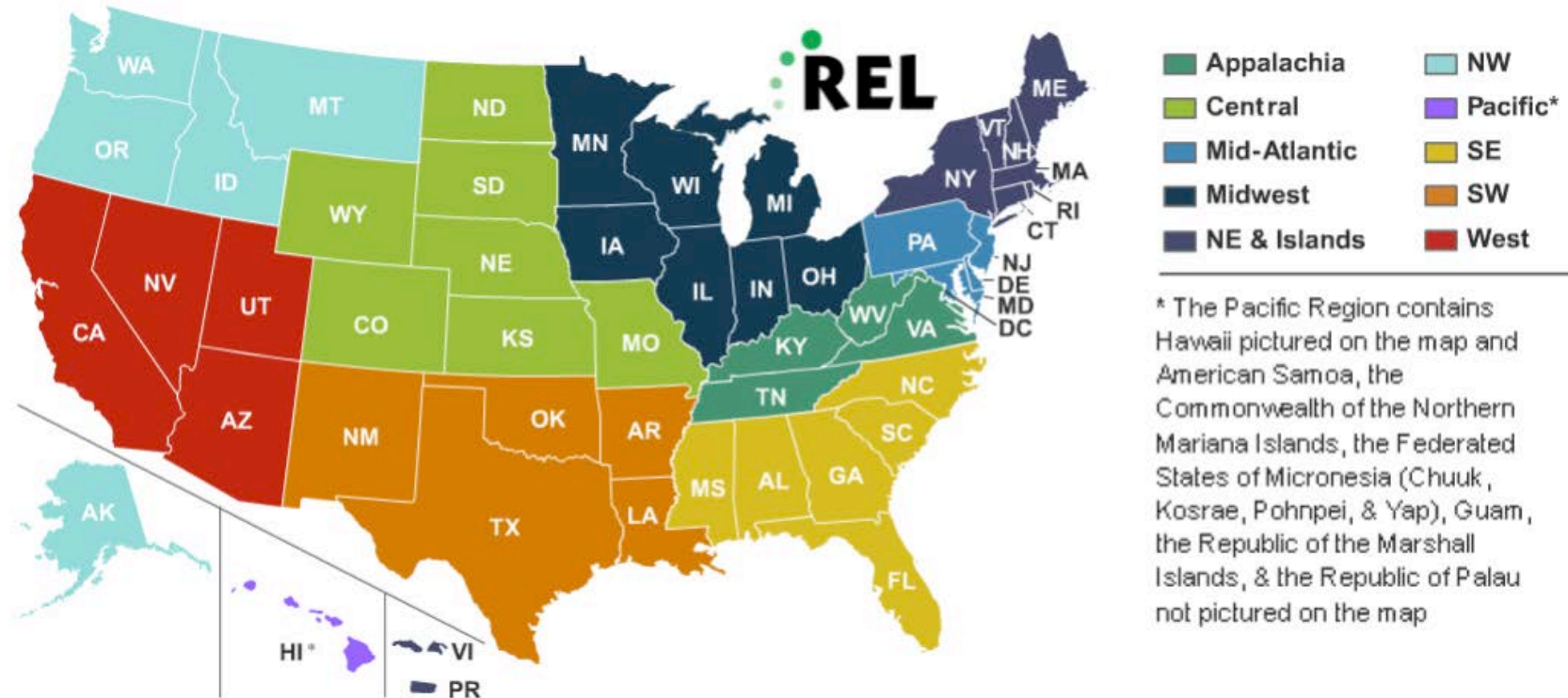
- Introductions and Overview
- Where We've Been: Building on Prior Work
- Engaging Families: What the Evidence Tells Us
- **Break**
- Q&A Panel: Regional Supports for Postsecondary Transitions
- Breakout Session: Planning for Success
- Next Steps







## The Regional Educational Laboratories



The 10 Regional Educational Laboratories (RELs) work in partnership with stakeholders to conduct applied research and trainings.

The REL mission is to support a more evidence-based education system.

Administered by the U.S. Department of Education, Institute of Education Sciences (IES)

Find us on the web: <https://ies.ed.gov/ncee/edlabs/regions/appalachia/>





# Meet the REL Appalachia (REL AP) Team



Kathleen Dempsey,  
workshop facilitator



Victoria Schaefer,  
workshop facilitator



Jaunelle Pratt-Williams,  
workshop facilitator



Lydotta Taylor,  
workshop facilitator,  
L-evaluation



# Poll Everywhere Instructions

If you are connecting via computer, tablet, or smartphone

- Go to **PollEv.com/relap416**.
- Respond to the poll question presented there.

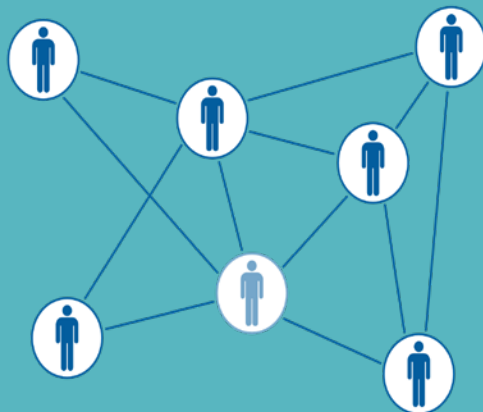
If you are connecting via text  
*(standard messaging fees may apply)*

- Text **relap416** to **22333** to join the session.
- Respond to that number with A, B, C, D, E...when the poll is active.





Let's see who is here today!



Connect at:  
[PollEv.com/relap416](https://pollev.com/relap416) or  
by texting your  
response to 22333.

## What is your role in the education system?

- a. School or division administrator
- b. CTE leader or teacher
- c. Secondary educator (non-CTE)
- d. Secondary school counselor
- e. Career coach
- f. Postsecondary educator/program provider
- g. Transition support provider (TRIO, GEAR UP, Upward Bound, etc.)
- h. High school career coach
- i. Other





# What is your role in the education system?

School or district administrator

CTE leader or teacher

Secondary educator (non-CTE)

Secondary school counselor

Career coach

Postsecondary  
educator/program provider  
Transition support provider  
(e.g., TRIO, GEAR UP, Upward  
Bound)

High school career coach

Other



# Goals for today

- Review the evidence base for effectively engaging families in postsecondary readiness and transitions.
- Connect with local resources and experts on successfully engaging families.
- Begin to select potential family engagement strategies that meet the division and school needs and context.



# Today's Tools







# The session workbook

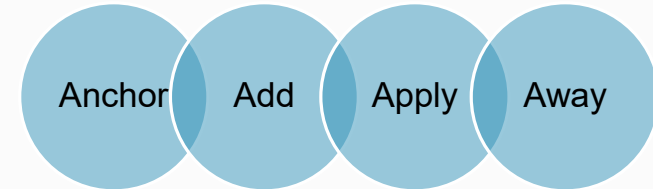


- Take notes on workshop content.
- Reflect on the information presented.
- Capture aha moments and follow-up tasks.
- Review reference documents and resources.





# The 4 A's of adult learning

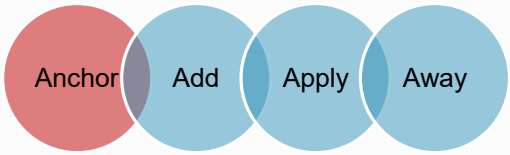


- **Anchor:** Ground information in what people already know.
- **Add:** Add new information.
- **Apply:** Provide opportunities to apply the new information.
- **Away:** Plan for using in real-world work.



# Wall of Strategies

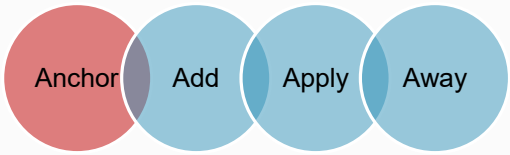




# **Anchoring: Your Personal experience**

What role did your parents and/or family play in . . .

1. Setting expectations about college or career?
2. Applying to school or technical training?
3. Getting settled in school or technical training?



# Reflections



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# Wall of Strategies



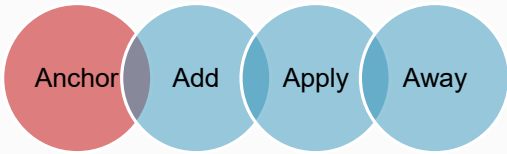
# Where We've Been

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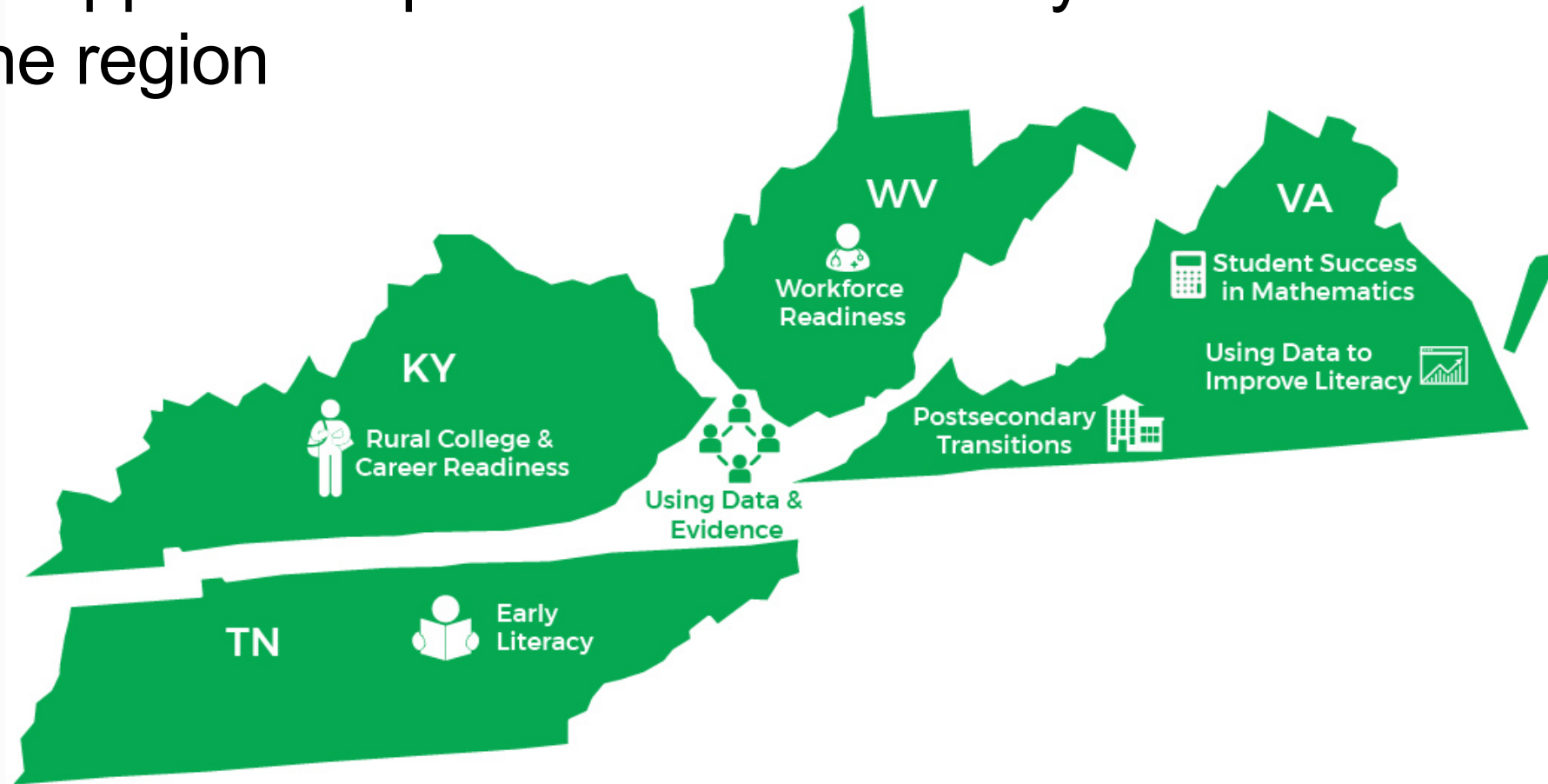
**ANCHORING: BUILDING ON PRIOR WORK**

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# REL Appalachia partners with a variety of stakeholders in the region



For more information about our work, visit <https://ies.ed.gov/ncee/edlabs/regions/appalachia/>



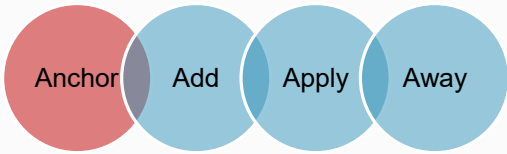
# Virginia Improving Postsecondary Transitions partnership (VA PST)

Partnership between

- REL AP,
- State Council of Higher Education for Virginia (SCHEV),
- Virginia Department of Education (VDOE), and
- Virginia's Community Colleges (VCCS).



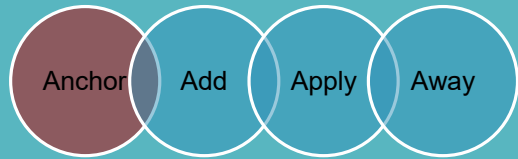
One of the goals of the VA PST is to use **research as a resource** to support the education needs in the state.



# Paving the Way to Postsecondary Education Series

- Learn about **evidence-based strategies and interventions** to support students during postsecondary transitions.
- Learn about **postsecondary transition supports and programs** that are available for students in southwest Virginia.
- **Connect and network with other** K–12 staff and postsecondary transition support providers in the region.
- Discuss how strategies and interventions can be **applied in education contexts**.



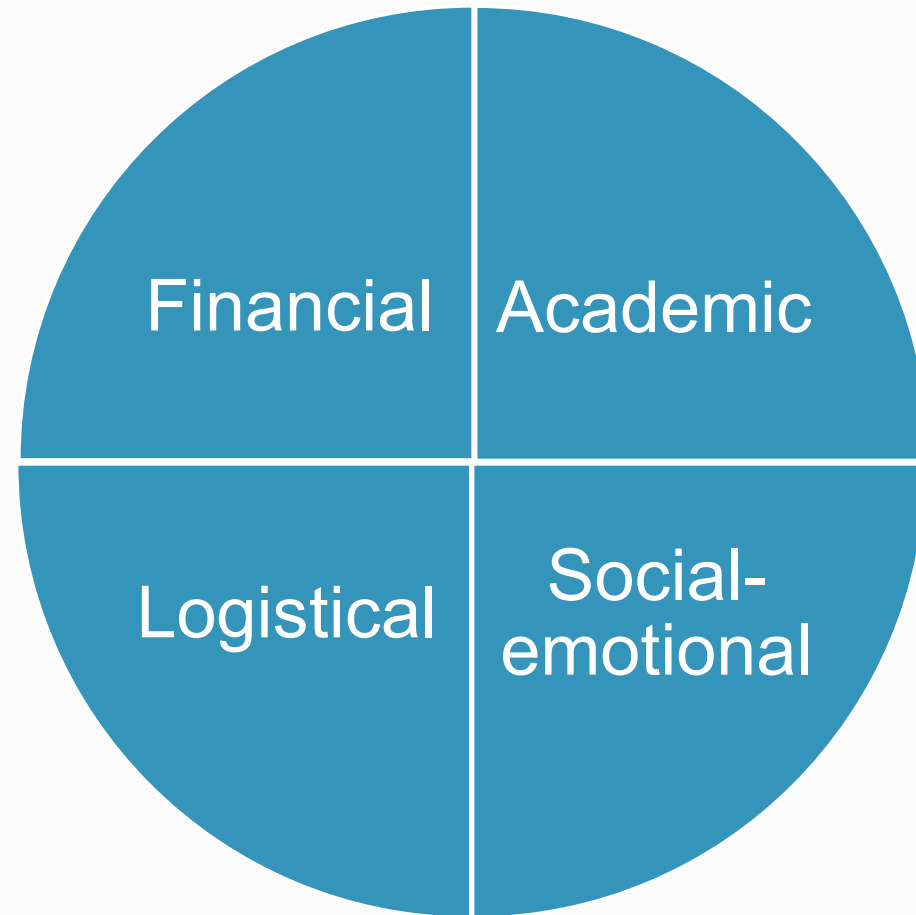


To prepare Virginia's students for postsecondary education or to meet employers' expectations of candidates for entry-level positions...

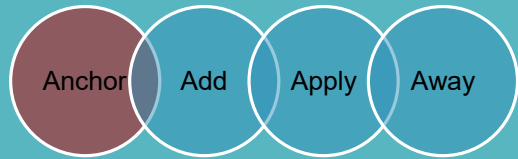
# The focus of previous workshops



... Students need preparation in multiple domains.





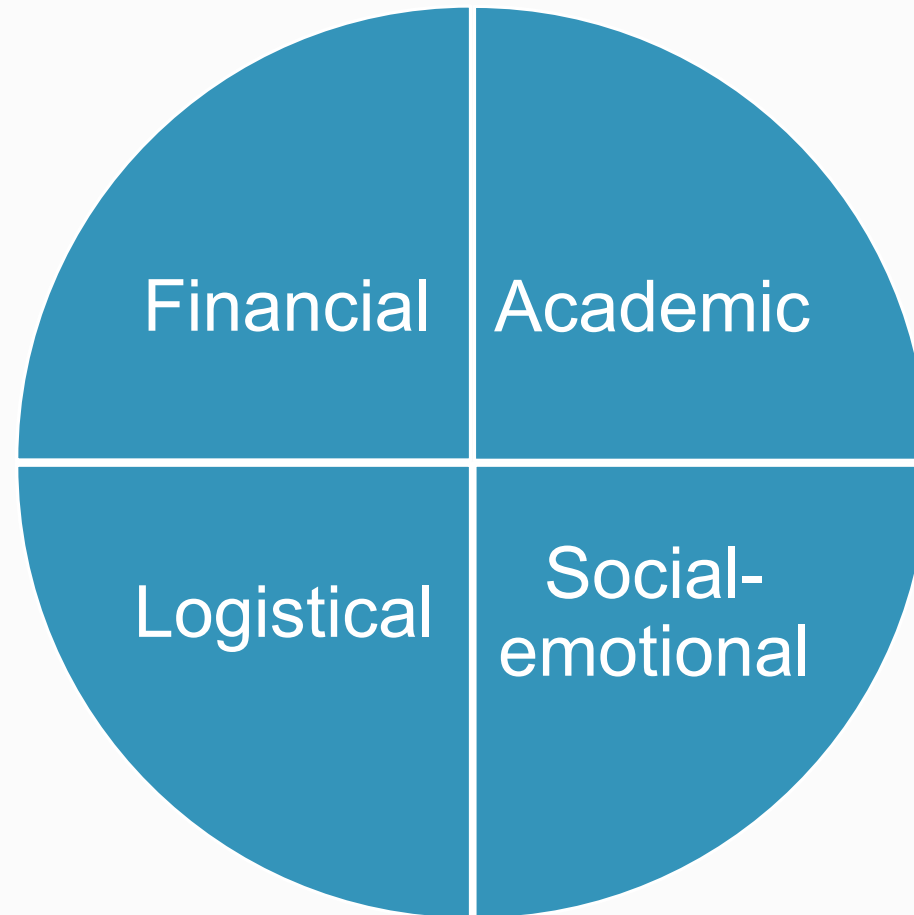


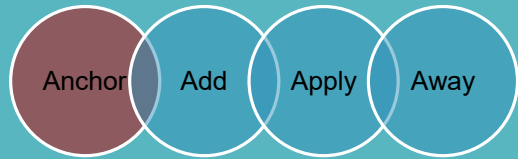
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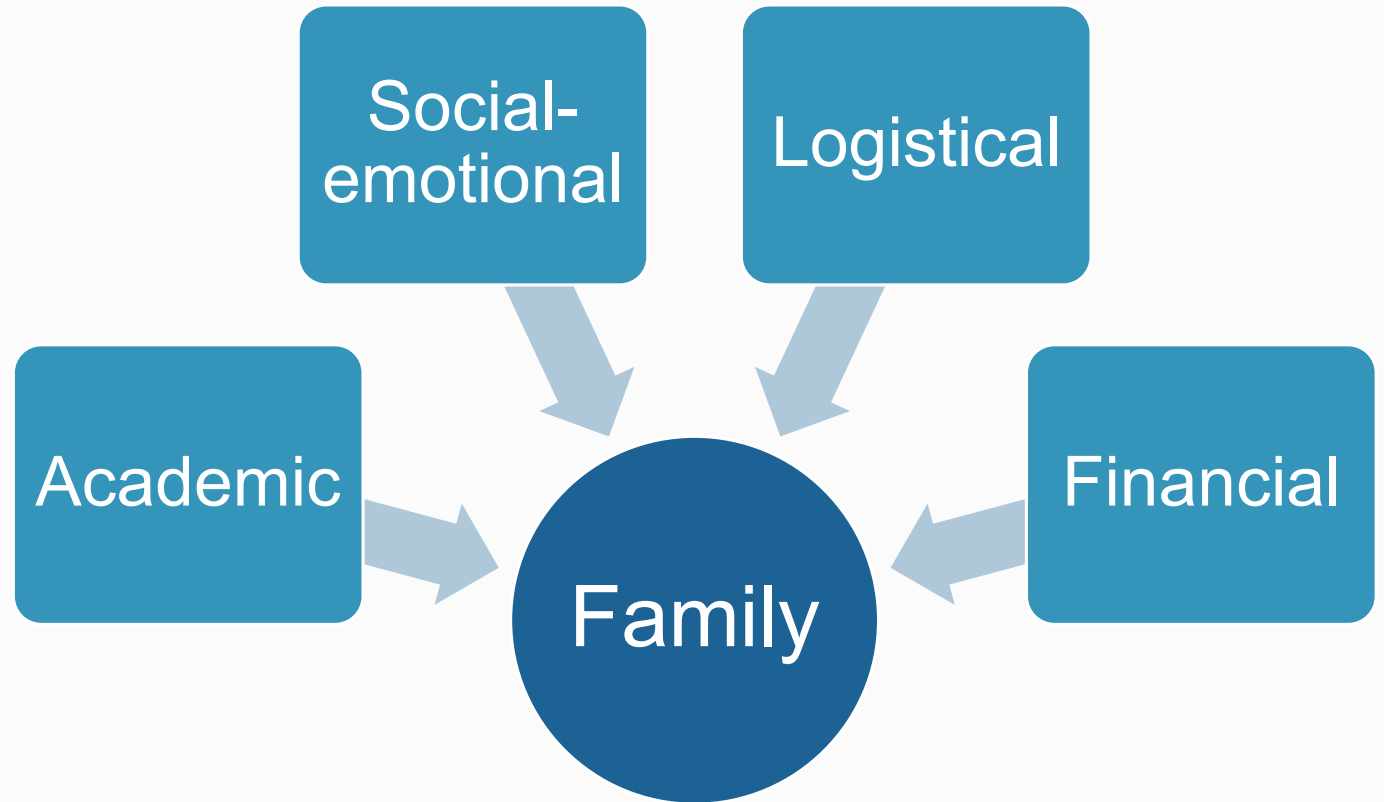


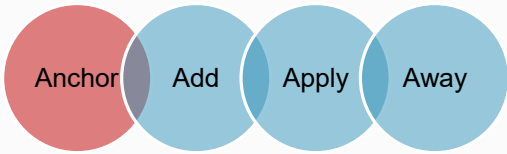
... Students need preparation in multiple domains.





Family engagement is a critical part of the overall postsecondary transition experience



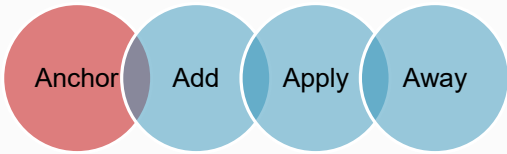


# In your current role, how do you . . .

- Support successful student transitions to postsecondary education?
- Engage parents and families?



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# Advantages and challenges

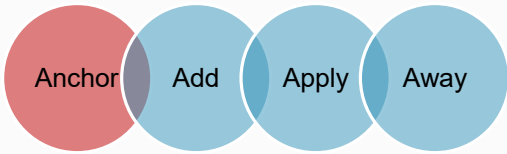
## Anchoring: Advantages and challenges

Start where you are,  
Use what you have,  
Do what you can.

*Arthur Ashe*







# Let's hear from you.

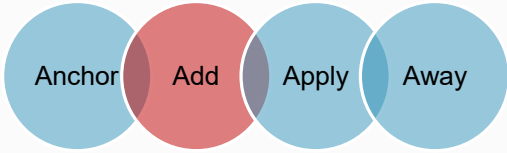
## Advantages

- Schools are central.
- Administrators and teachers have multiple roles, providing greater access.
- There is a strong sense of and pride of place.
- There is a can-do attitude.

## Challenges

- Remote, technology access poor.
- Teacher recruitment and retainment can be difficult.
- Poverty.
- Lack of employment opportunities.
- School closures and consolidation = greater distances, fewer resources.
- Limited social and behavioral services; stigma associated with seeking help.

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# Engaging Families

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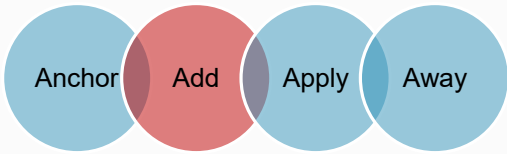
**ADDING: WHAT THE EVIDENCE TELLS US**



Start where you are,  
Use what you have,  
Do what you can.

*Arthur Ashe*

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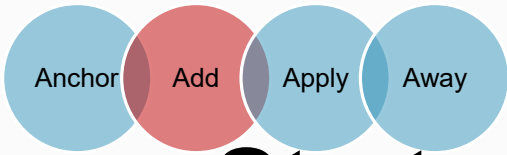


# A word about words

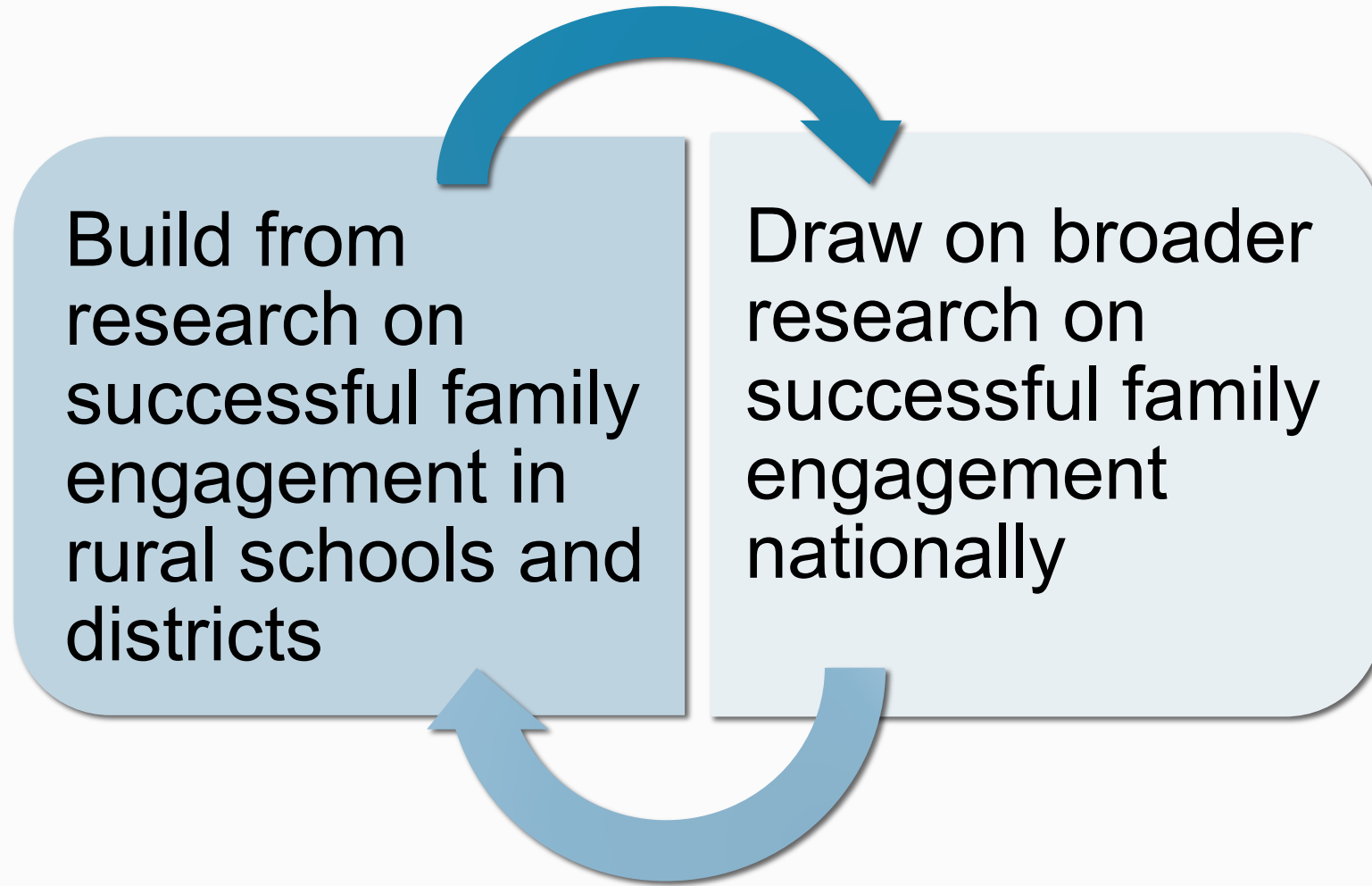
- “Parents” are most commonly referenced in the literature on family engagement.
- We want to be inclusive and therefore are using the term “families” in place of “parents.”
- We recognize that caregivers may be diverse—extended family members, foster parents, mentors, and neighbors.

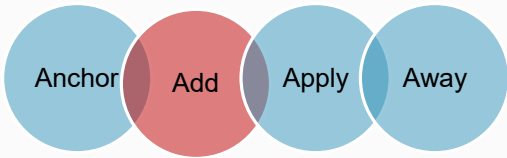






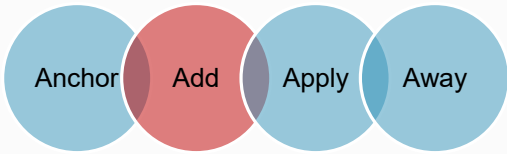
# Start with a strong foundation





Research on successful engagement of families in rural schools and districts shows us that:

- Family expectations matter.
- Families influence achievement.
- Rural families are present in school.



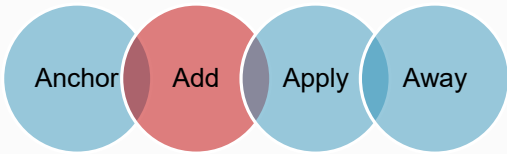
# Family expectations matter

What is your experience with family expectations for children in your community?

What influences family expectations in your experience?

What the research says:

- Even after controlling for student and family background, students had higher educational aspirations when they thought that their parents expected them to attend college and talked with their parents about college.
- Rural Appalachian students were more likely to expect to attend college if they perceived parent support.



# Rural families attend school events

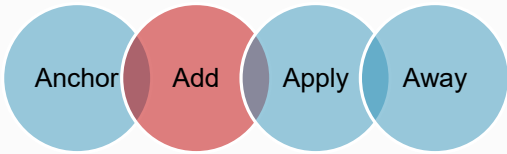
How do families participate in your schools and division?

What do they show up for?

Where are the “touch points” for interaction?

What the research says:

- Rural parents attend school events (such as Friday night football) more often than urban/suburban parents, but they also. . .
  - Talk less often with their kids about school programs.
  - Interact less often with teachers.



# Families influence achievement

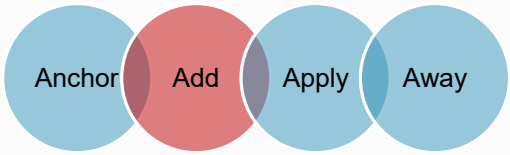
Do you believe family involvement supports student achievement?

Can you share a time you saw that in action?

What the research says:

- Parental involvement matters for student achievement, regardless of whether a school is urban, suburban, or rural.
- Students with higher achievement have parents who communicate more frequently about school and have higher aspirations for their children.

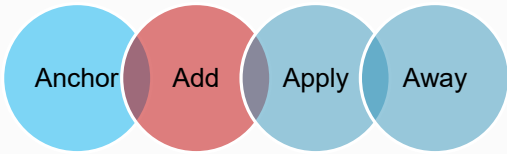




# Casting a broader net

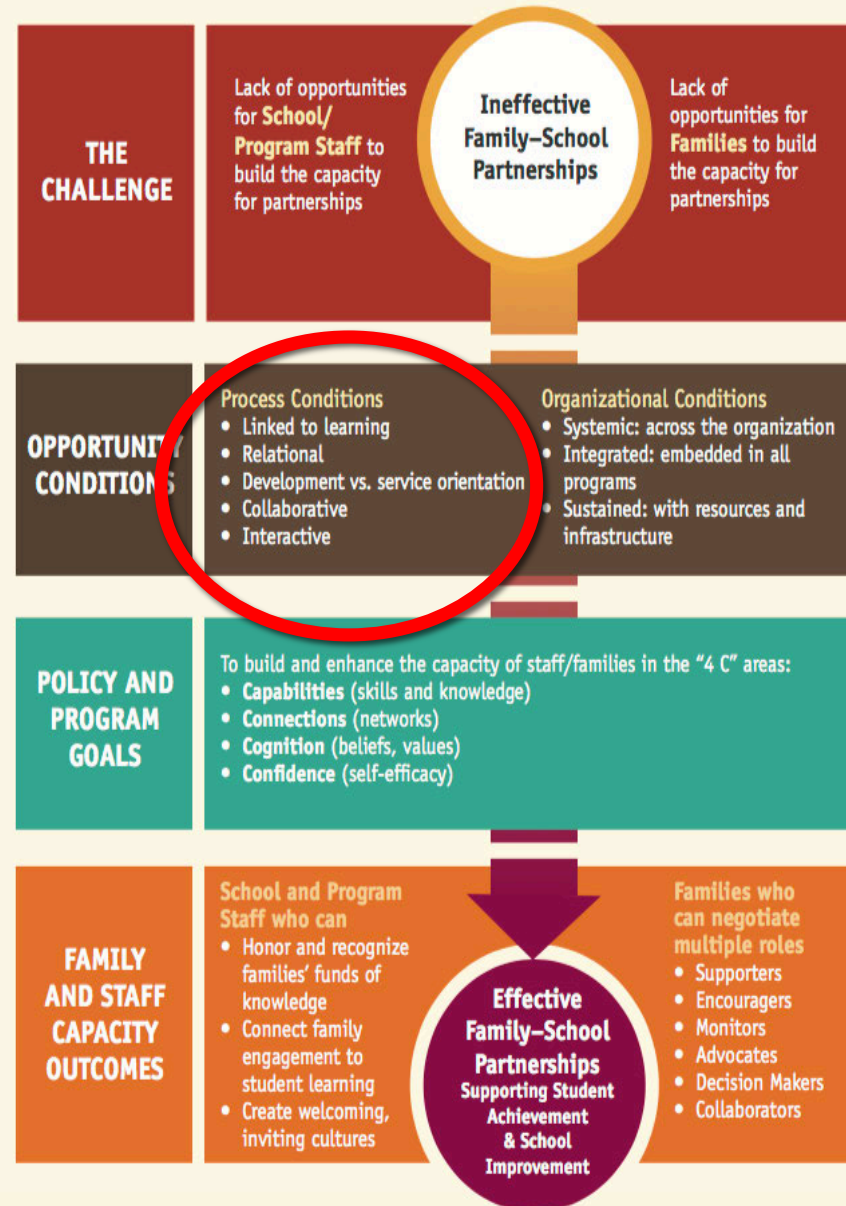


The following ideas come from a broad literature on successful family engagement.

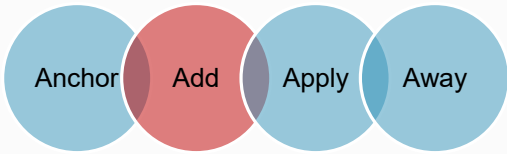


# A dual capacity-building framework for family-school partnerships

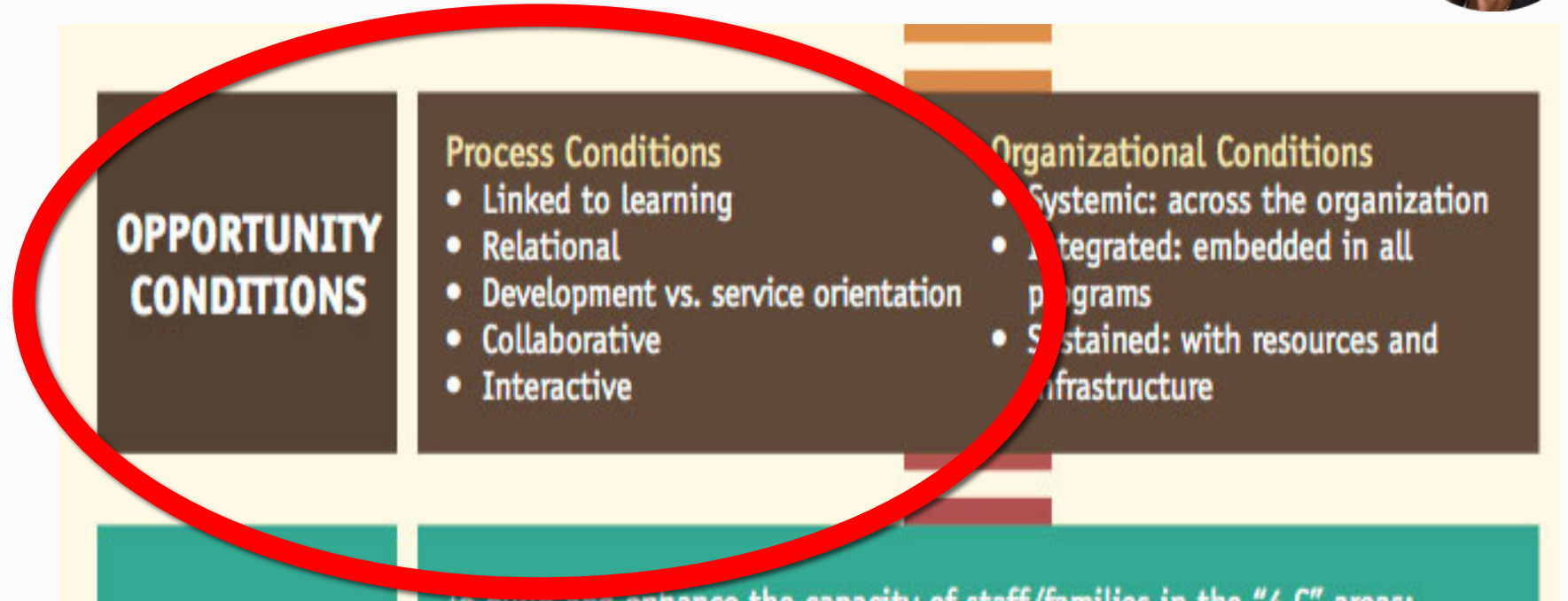
Figure 2: The Dual Capacity-Building Framework for Family-School Partnerships

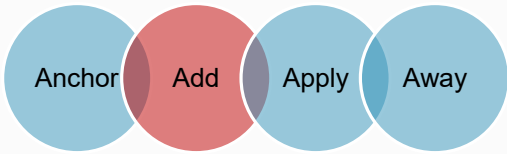


Source: Mapp, K. L., & Kuttner, P. J. (2014). *Partners in education: A dual capacity building framework for school-family partnerships*. Austin, TX: Southwest Educational Development Lab.



# A dual capacity-building framework for family-school partnerships





# Process conditions— Characteristics of successful strategies

***Linked to Learning:***  
Aligned with school and district achievement goals, connect families to the teaching and learning goals for the students

***Relational:*** Major focus on building respectful and trusting relationships between home and school

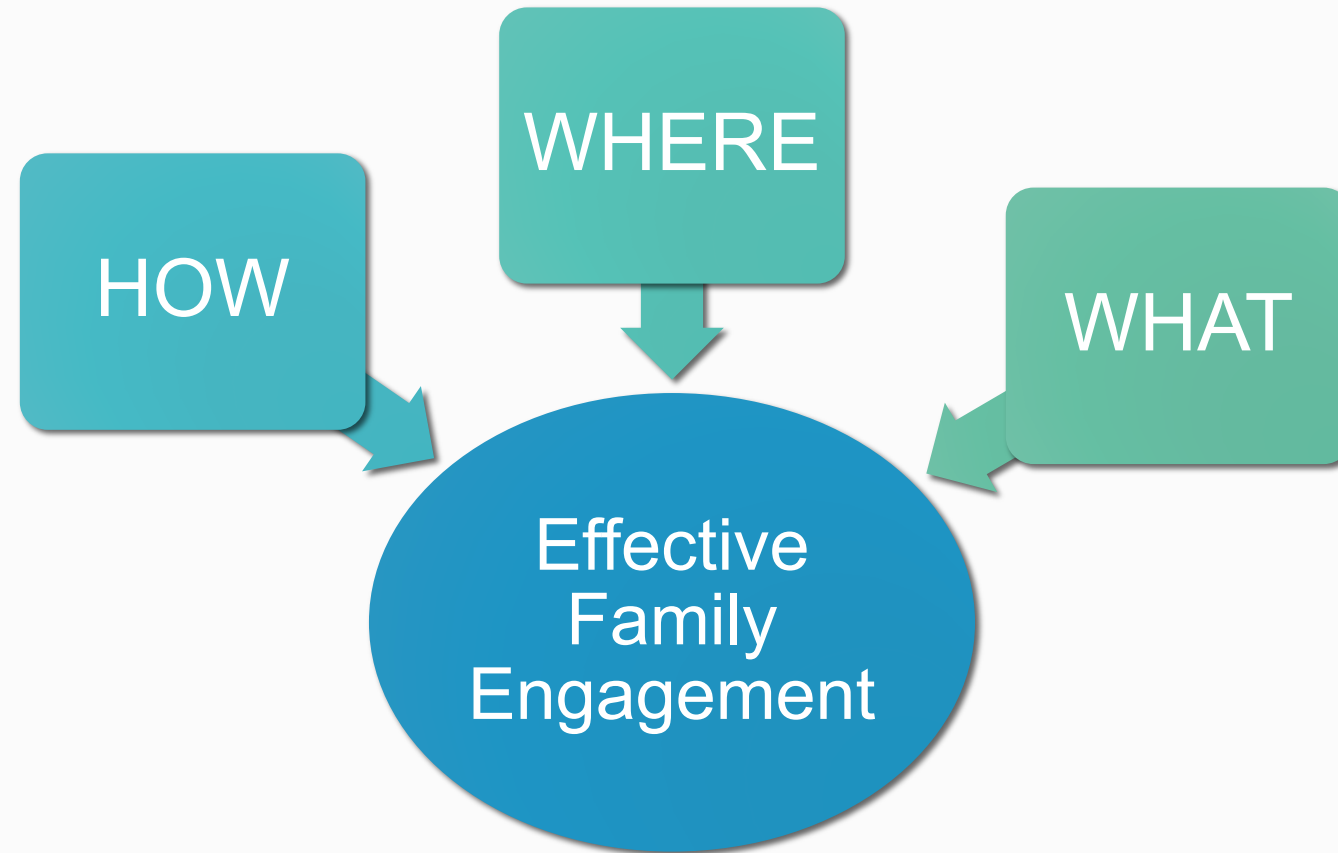
***Developmental:*** Builds intellectual, social, and human capital of all stakeholders

***Collaborative:*** Learning is conducted in groups and focused on building networks and learning communities

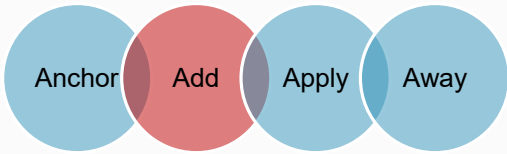
***Interactive:*** Participants are given opportunities to test ideas and actions



# Practical considerations for implementation







# HOW: Communicate in multiple ways

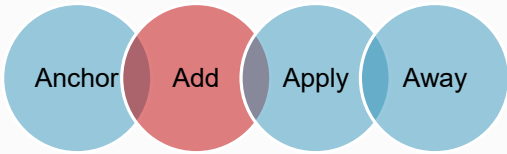
*How do you stay in touch with families?*

Some evidence-based strategies:

- Include school specialists in outreach.
- Use multiple channels:
  - Phone calls
  - Newsletters
  - Emails
  - Texts
  - Social media



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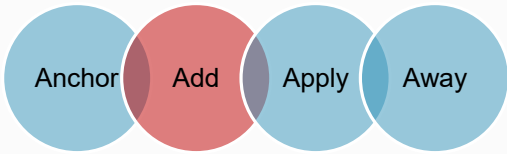
# WHERE: Meet families where they are

*How do you meet families where they are?*

Some evidence-based strategies:

- **Show up** in appropriate places to interact.
  - Churches, libraries, and community events
  - School athletic events
- **Start** where the family is **ready** to engage.
  - Home visits support improved relationships.

WB p. 8



# WHERE: Bring families to you

*How do you bring families to your school?*

Invite parents to:

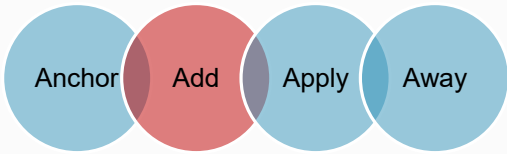
- Chaperone college visits.
- Volunteer in the school or at events.

Create parent-friendly spaces and events

- College application kickoff, not just for seniors.
- Create a family space in your school.
- Vary format and timing.



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# WHAT: Explain the nuts and bolts

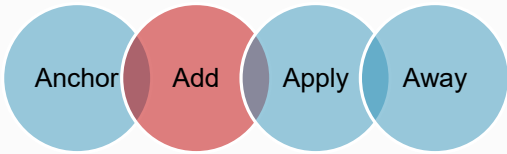
*How are you helping families with the nuts and bolts of transition to postsecondary education?*

Provide support to parents with

- Selecting a pathway
- Financing
- Application processes
- FAFSA completion



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# WHAT: Focus on academics and skills

*How are you “linking to learning” and including a focus on academics and skills?*

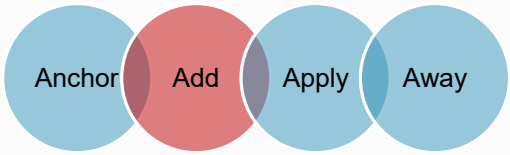
Engage families in:

- Homework help—provide concrete support for families.
- Homework assignments that link home and school (e.g., I grandparent on the history of the community).
- Sharing student data.

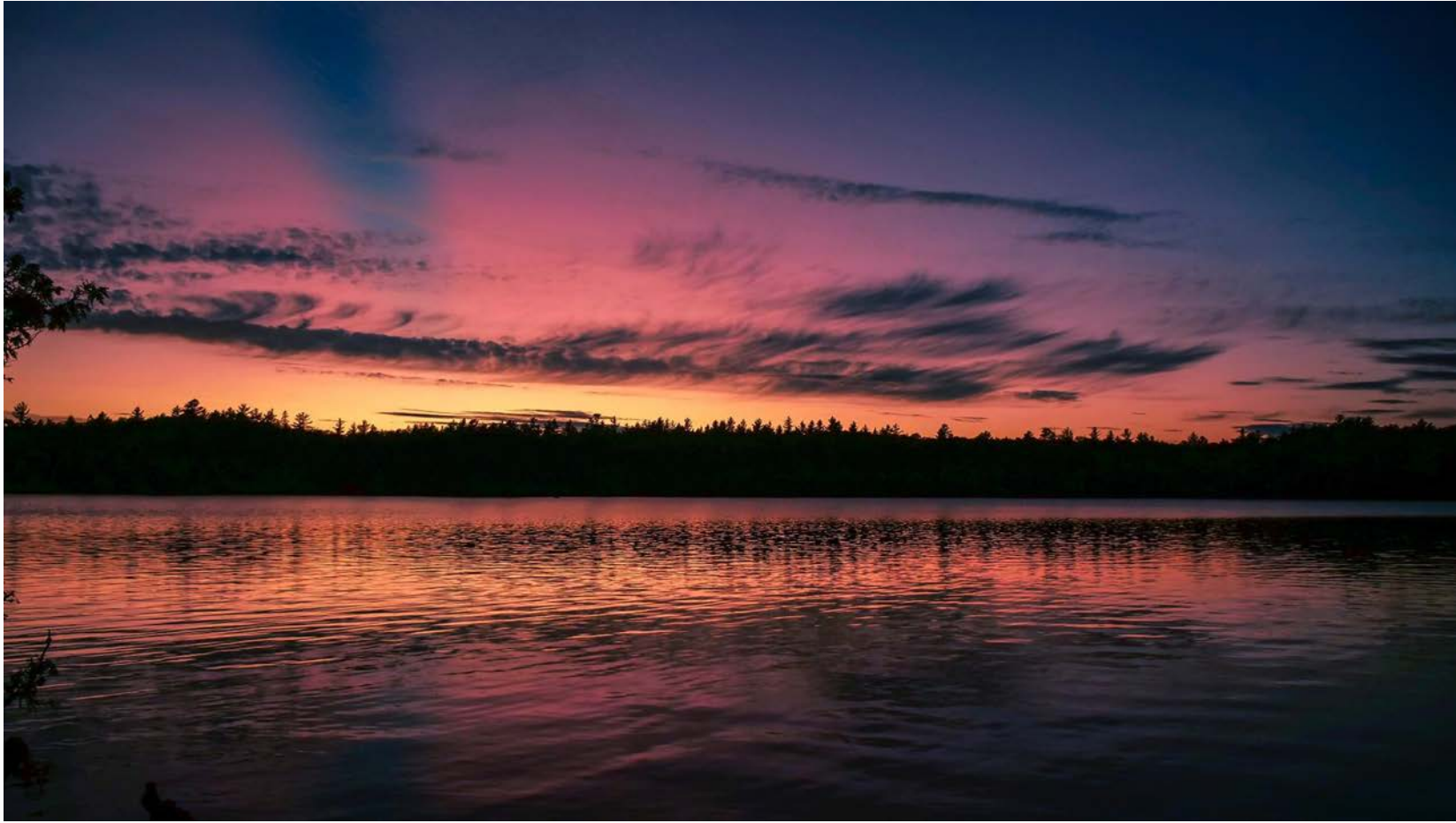


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# Reflections



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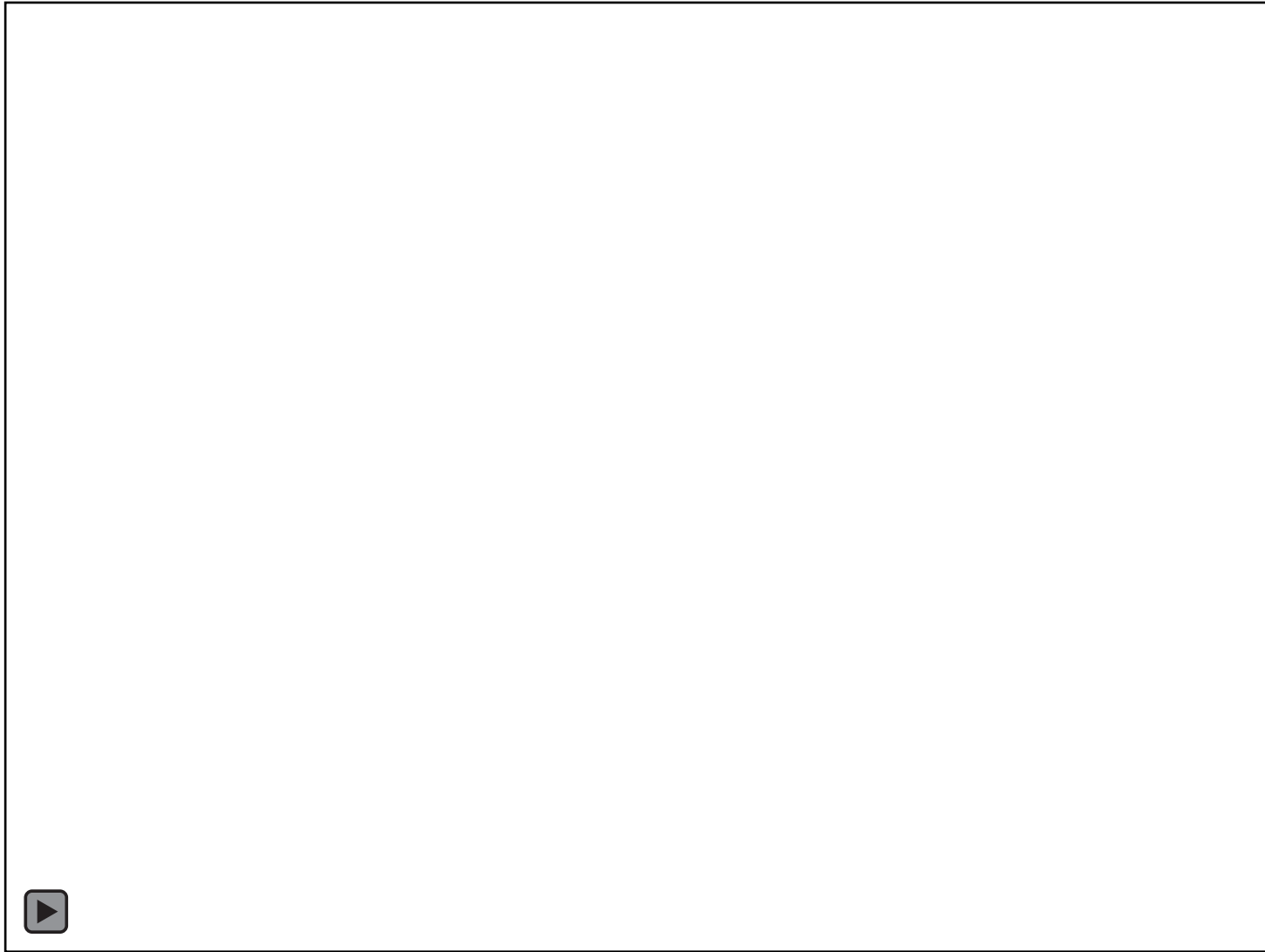


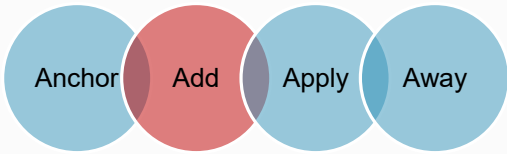


# Wall of Strategies









# Questions & Answers (Q&A) Panel and Networking

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**ADDING:** REGIONAL SUPPORTS FOR POSTSECONDARY  
TRANSITIONS

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# Poll Everywhere instructions

If you are connecting via computer, tablet, OR smartphone

- Go to **PollEv.com/relap416**.
- Submit any additional questions for panelists.

If you are connecting via text

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# Share your questions for the panelists.

**Top**



# Dyan Lester

Dean of Student Success and Title IX Coordinator , SWCC

- Oversee Admissions & Records, Financial Aid, Student Support Services, Veteran's Upward Bound, Upward Bound, Great Expectations, Distance Learning, Disability Services and Coaching/Advising programs.
- Contact information: [dyan.lester@sw.edu](mailto:dyan.lester@sw.edu), (276) 964-7677.

# April Quesenberry

## Upward Bound Director, SWCC

- **Upward Bound** assists underserved and underrepresented high school students to enroll in and complete a postsecondary degree.
- Contact information: [april.quesenberry@sw.edu](mailto:april.quesenberry@sw.edu), (276) 964-7336.

# Brandon Hensley

## Recruitment & Student Engagement Specialist Student Services, SWCC

- Provide tours, plan and implement recruitment efforts and activities, advise first time students, plan and implement campus wide student engagement activities.
- Contact information: [Brandon.Hensley@sw.edu](mailto:Brandon.Hensley@sw.edu), (276) 964-7762

# Panel Guest 4 Name (TBD)

## Title, Organization

- Short description of program/services
- Contact information



# Poll Everywhere Instructions

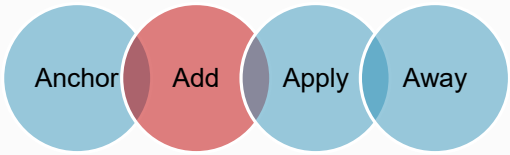
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# Reflections

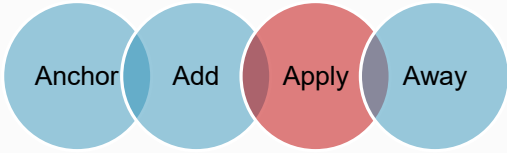


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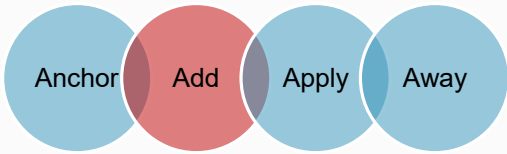
# Wall of Strategies



# Planning for Success

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**APPLYING:** WHAT WILL YOU DO WHEN YOU GET BACK HOME?



## Bringing it all together...

What is the problem you want to address?

What is your goal or aim?

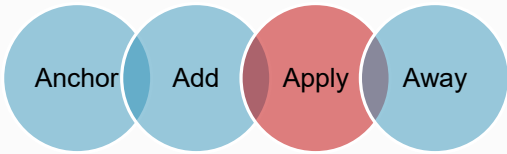
What are you already doing in this area?

What other effective strategy or strategies do you want to try?

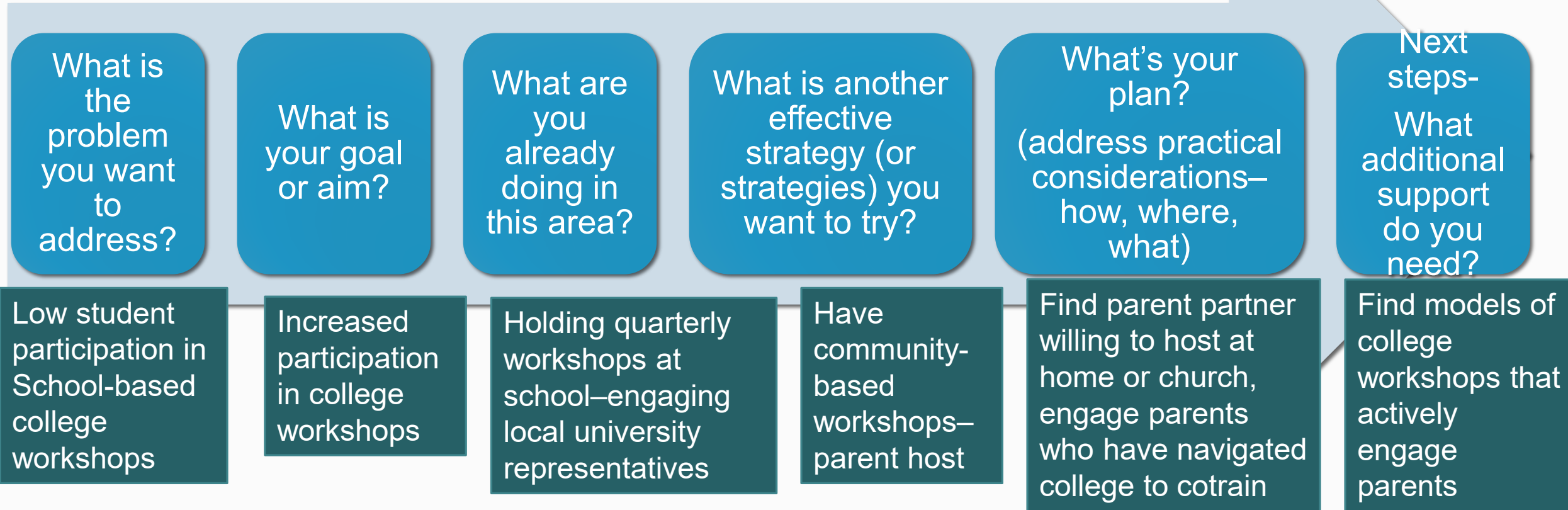
What's your plan?  
(address practical considerations—how, where, what?)

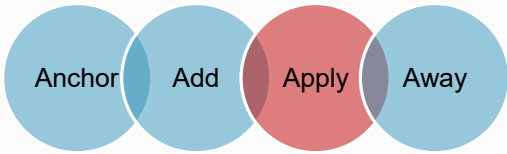
Next steps  
What additional support do you need?





# An example:

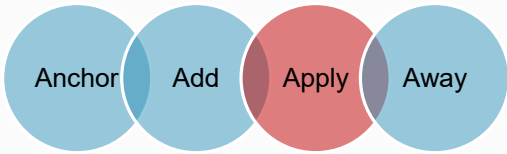




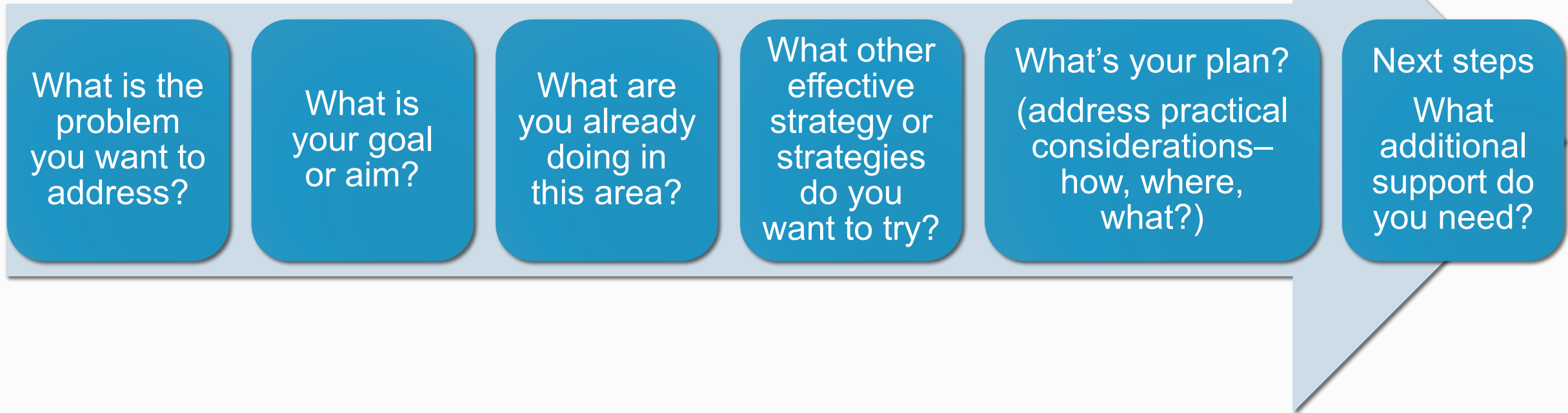
# Harvesting the Best Ideas

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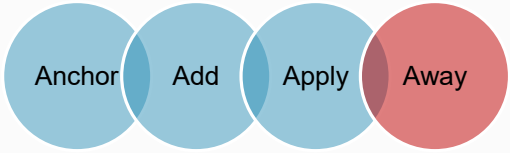




# Small group discussions



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# Next Steps

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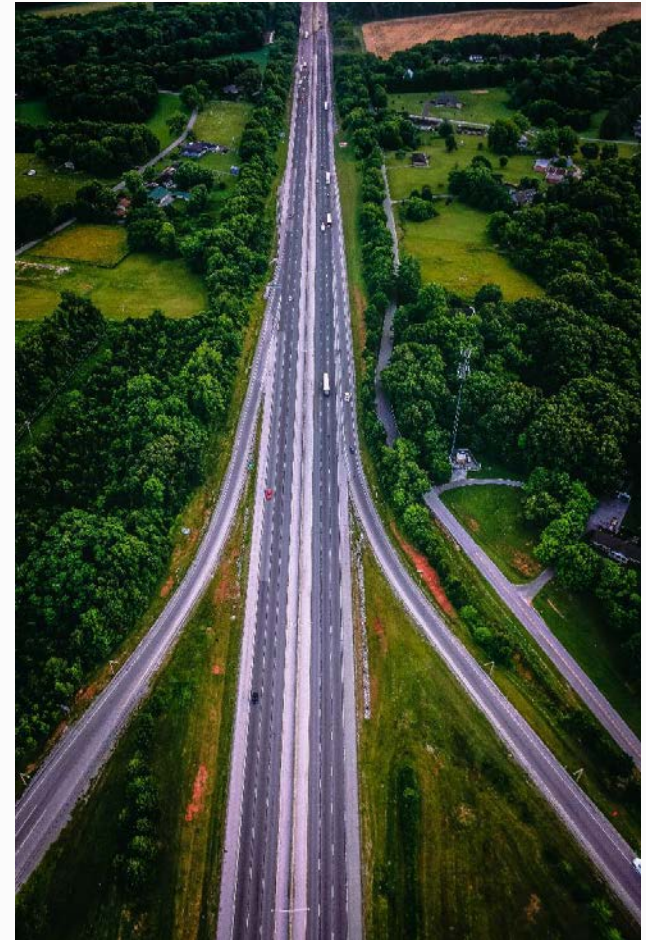
**AWAY**-YOUR NEXT STEPS AND WAYS REL AP CAN SUPPORT YOU

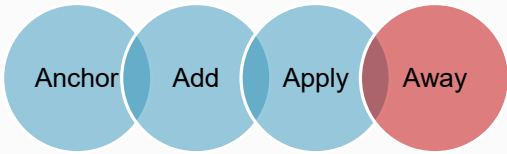


# What's your *AWAY*?

Please share one or two immediate next steps you'll do in the next couple of weeks as a result of our work today.

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# Key takeaway

If you are connecting via computer, tablet, or smartphone

- Go to **PollEv.com/relap416**.
- Respond to the poll question presented there.

If you are connecting via text  
(*standard messaging fees may apply*).

- Text your thoughts to **22333**.



**In a few words, share you key takeaway...**



# REL Appalachia is excited to continue this work with you!



## What types of support would be most valuable? For example...

### Join a virtual discussion group.

**Recurring** calls with others in the region to discuss specific evidence-based programs, the feasibility of applying such programs in your work, and best practices for implementation

### Develop and carry out an action plan.

Intensive support for schools or school divisions interested in implementing a particular strategy or program

## If either of these options sounds interesting or if you have other ideas about partnering with REL Appalachia, we want to hear from you!



What day works for you?



Connect at:  
[PollEv.com/relap416](https://pollev.com/relap416) or  
by texting your  
response to 22333.

**Which day would you be able to participate in the virtual discussion group? (*Select all that apply*)**

- a. Wed, May 15, 3:30–4:30 p.m.
- b. Thurs, May 16, 3:30–4:30 p.m.
- c. Wed, May 22, 3:30–4:30 p.m.
- d. Thurs, May 23, 3:30–4:30 p.m.
- e. I could meet on some of these dates but not from 3:30 to 4:30 p.m.
- f. None of these dates work for me.



## Which day would you be able to participate in the virtual discussion group? (Select all that apply)

Wed, May 15, 3:30–4:30 p.m.

Thurs, May 16, 3:30–4:30 p.m.

Wed, May 22, 3:30–4:30 p.m.

Thurs, May 23, 3:30–4:30 p.m.

I could meet on some of these dates  
but not from 3:30 to 4:30 p.m.

None of these dates work for me.



# Resources



## Ask A REL

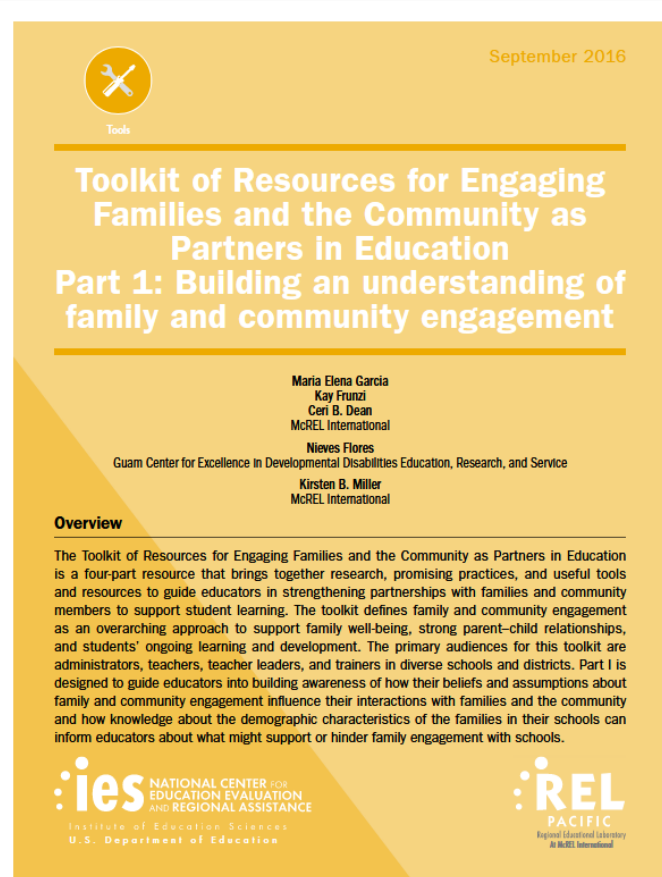
- Provides references, referrals, and brief responses in the form of citations for research-based education questions
- Submit questions here:  
<https://ies.ed.gov/ncee/edlabs/askarel/>

## Two relevant examples

- What are strategies for successfully engaging families in postsecondary planning and transitions?
- What are successful strategies for family engagement in rural schools?



# Resources (cont.)



- Activity 1.1.1: Thinking about family engagement activity
  - Facilitated discussion to initiate thinking and dialogue on family engagement among school or division staff
- Activity 1.2: Investigating demographic data and other characteristics
  - Facilitated discussion to deepen understanding of how characteristics of students and families can inform family engagement





# How Did We Do?

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## SURVEY

For our  
growth...

Leave feedback on the day  
(content, instruction, supports, technology  
tools, etc.).



Photo by Markus Spiske on Unsplash



# Thank you!

## Host:

Southwest Virginia Community  
College

## Partners:

Virginia Community College System,  
Virginia Department of Education,  
and State Council of Higher  
Education for Virginia

# Contact REL Appalachia

## General inquiries:

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